Simple Classroom Assessment Techniques

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What is Classroom Assessment?

- A way to measure effective learning
- Characteristics:
  – Learner Centered
  – Teacher-directed
  – Mutually beneficial
  – Formative
  – Context-specific
  – Ongoing
  – Rooted in good teaching practice

Assumptions

- One of the most promising ways to improve learning is to improve teaching
- Goals and objectives need to be explicit / specific, comprehensible feedback needed
- Students need feedback early and often
- Type of assessment most likely to improve teaching & learning conducted by faculty to answer questions formulated in response to issues or questions
- Systematic inquiry leads to motivation, growth and renewal
- No special training needed/ Interdisciplinary
- Collaboration with colleagues most effective

Teaching Goals Inventory

- Higher Order Thinking Skills
- Basic Academic Success Skills
- Discipline-Specific Knowledge and Skills
- Liberal Arts and Academic Values
- Work and Career preparation
- Personal Development

SAC Vision Themes

- Student Achievement
- Use of Technology
- Innovation
- Community
- Workforce Development
- New Americal Community

General Education Core Competencies

- Communication Skills: Listening & Speaking; Reading & Writing
- Thinking and Reasoning: Creative Thinking ; Critical Thinking; Ethical Reasoning; Quantitative Reasoning
- Information Competency
- Diversity: Cultural; Social; Environmental
- Civic Responsibility
- Life Skills: Creative Expression; Aesthetic Appreciation; Personal Growth; Interpersonal Skills
- Careers

First Steps

- Context-sensitive?
- Flexible?
- Likely to make a difference?
- Mutually beneficial?
- Easy to administer?
- Easy to respond to?
- Educationally valid?

Three-Step Process

- Step One: Planning
  - SELECT ONE CLASS TO GET STARTED
  - Select one CAT
    - The Minute Paper: What was the most important thing you learned in class? What important question remains unanswered?
    - The Muddiest Point: What was the muddiest point in ___?
    - The One-sentence Summary (WDWWWWH?)
    - Directed Paraphrasing
    - Applications Cards

Steps Two & Three: Implementing & Responding

- Implementing
  - Write directions if needed
  - Analyze the data
    - Put in piles
    - Use a simple rubric
    - Complete/Incomplete
- Responding
  - Close the loop

Some Tips

- Don't use a CAT that doesn't appeal to you!
- Don't use a CAT you haven't tried yourself!
- Don't make it a chore!
- Allow for more time than you think you need!
- Close the loop!

Our Next Steps

- Your ideas…
  - What would be most beneficial for your department?
  - How does this fit into Core Competency analysis?
  - …

CATs: Assessing Prior Knowledge

- Assessing Prior Knowledge, Recall, Skills
  - Background knowledge probe
  - Focused listing
  - Misconception/Preconception
  - Empty Outlines
  - Memory Matrix
  - Minute paper
  - Muddiest Point

CATs: Analysis and CT

- Categorizing Grid
- Defining Features Matrix
- Pro and Con Grid
- Content, Form, and Functions Outline
- Analytic Memos

CATs Synthesis and Creative Thinking

- One-sentence Summary
- Word Journal
- Approximate Analogies
- Concept Mapping
- Invented Dialogues
- Annotated Portfolios

CATs Problem Solving

- Problem recognition Tasks
- What's the Principle?
- Documented Problem Solutions
- Audio- and Videotaped Protocols

CATs in Application and Performance

- Directed Paraphrasing
- Application Cards
- Student-Generated Test Questions
- Human Tableau or Class Modeling
- Paper or Project Prospectus

Assessing Awareness of Attitudes and Values

- Classroom Opinion Poll
- Double-Entry Journal
- Profiles of Admirable Individuals
- Everyday Ethiucal Dilemmas
- Course-Related Self-Confidence Surveys

Assessing Course-Related Learning & Study Skills, Strategies, and Behaviors

- Productive Study-Time Logs
- Punctuated Lectures
- Process Analysis
- Diagnostic Learning Logs

Learner Reactions to Teachers and Teaching

- Chain Notes
- Electronic Mail feedback
- Group Instructional Feedback Technique
- Classroom Assessment Quality Circles

Learner Reactions to Class Activities, Assignments & Materials

- RSQC2 (Recall, Summarize, Question, Comment and Connect)
- Group-Work Evaluations
- Reading Rating Sheets
- Assignment Assessments
- Exam Evaluations